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ABSTRACT

The purpose of this module cluster is to enable students to define the basic operant terms, to state the basic operant principles, to read operant measurement charts, and to use operant principles in elementary classrooms with both social and academic behaviors. It is intended for use by teacher education students with the cooperation of an instructor. It is entirely self-paced. (D.O)

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Component:	Teaching Theories and Practices
Module Cluster:	Reinforcement Principles for Classroom Use
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SP 007 921

ERIC

Instructions for Using a Glassboro State College Modular Cluster

A Glassboro State College Modular Cluster aims at arranging a learning experience in a very specific way. The goal of the cluster is to facilitate successful, self-paced learning for as many students as possible.

1. Glassboro State College modular clusters are intended to be used by teacher education students with the cooperation of an instructor. The instructor will give a brief explanation about the particular modular cluster. This should include the rationale for the cluster as will as general arrangement for completing the module.

2. After the meeting with the instructor, the student can begin work on the modular cluster. Within a cluster the modules are presented sequentially.

3. When a student begins to study a module, he should read over the pre-assessment procedures. A number of alternatives are then available. For example the student may decide after reading the pre-assessment procedures that he is competent in that skill area. He may then complete the entire pre-assessment test and discuss the result with the instructor. The instructor will then be able to verify the student's competence.

4. A second choice is possible, if the student feels unsure of the material as presented in the pre-assessment. He can then skip the pre-assessment and complete the module step by step, including the post-assessment procedures.

5. The instructor will consult with the student after he has finished the post-assessment. At this point if the student and instructor feel the competency involved has been demonstrated, the student will move to the next module in the cluster. If the post-assessment reveals some deficiency, remediation will be assigned and another form of post-assessment will then be used.

TTP-001.00 (GSC) Reinforcement Principles for Classroom Use

General Objectives of Module Cluster

The purpose of this module is to enable students to define the basic operant terms, to state the basic operant principles, to read operant measurement charts, and to use operant principles and measurement in elementary classrooms with both social and academic behaviors.

Prerequisites to the Module Cluster

This module cluster does not require students to have any prerequisite competencies other than those which typically would be considered as program entrance requirement.

Modules Within the Module Cluster

This module cluster contains modules; these are as follows:

TTP-001.01 (GSC) Defining Operant Terms

TTP-001.02 (GSC) Basic Operant Principles

TTP-001.03 (GSC) Analysis of Behavior in Operant Terms

TTP-001.04 (GSC) Operant Measurement Techniques

TTP-001.05 (GSC) Recording Operant Behaviors

TTP-001.06 (GSC) Specifying the Situation in which Measurement Takes Place

TTP-001.07 (GSC) Examples of Operant Studies

TTP-001.08 (GSC) Writing Instructional Objectives

TTP-001.09 (GSC) Classroom Measurement of a Social Behavior

TTP-001.10 (GSC) Classroom Measurement of an Academic Behavior

TTP-001.11 (GSC) Modification of Social Behavior

TTP-001.12 (GSC) Modification of Academic Behavior I

TTP-001.13 (GSC) Modification of Academic Behavior II

TTP-001.01 (GSC) Defining Operant Terms

Objective

The student will be able to define and give examples consistent with operant psychology of the following terms:

operant behavior	continuous reinforcement
reinforcement	intermittent reinforcement
reinforcer	token reinforcement
extinction	punishment
satiation	generalization
positive reinforcement	discrimination
negative reinforcement	chaining
shaping	S^D R S^R

Prerequisite

TTP - 002.00 (GSC)

Pre-Assessment

The student has the option of defining and giving examples orally or in writing of the terms listed above.

Instructional Activities

1. Read Managing Behavior 2 by Hall.
2. Using the objective of this module and Managing Behavior 2 as a guide restudy the same material by using any appropriate source listed in the appendices.

Post-Assessment

Post-assessment procedures consist of alternate forms of the pre-assessment.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

TTP-001.02 (GSC) Basic Operant Principles

Objective

The student will be able to -

1. State the basic principle of operant behavior according to Hall.
2. Explain how it can be determined if a consequence is a reinforcer.
3. Explain why reinforcement must be immediate.
4. Indicate the differences and similarities between positive reinforcement and negative reinforcement.
5. List the steps involved in shaping.
6. List the advantages of continuous reinforcement and of intermittent reinforcement.
7. List four advantages of token reinforcement.
8. Explain how it can be determined if a consequence is a punisher.
9. List two reasons punishment is generally not a desirable procedure.
10. List the two basic punishment operations.
11. State why both generalization and discrimination are both necessary for efficient learning to take place.

Prerequisite

TTP-001.01 (GSC)

Pre-Assessment

The student has the option of completing the requirements listed in the Objective orally or in writing.

Instructional Activities

1. Read Managing Behavior 2 by Hall.

2. Using the objective of this module and Managing Behavior 2 as a guide, restudy the same material by using any appropriate source listed in the appendices.

Post-Assessment

Post-assessment procedures consist of alternate forms of the pre-assessment.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

TTP-001.03 (GSC) Analysis of Behavior in Operant Terms

Objective

Given a description of classroom behavior, the student will be able to analyze it in operant terms.

Prerequisite

TTP-001.02

Pre-Assessment

The pre-assessment procedure consists of the basic principles final examination (p. 23-25) in Hall's Managing Behavior 2.

Instructional Activities

1. Read Managing Behavior 2 by Hall.
2. Using the objective of this module and Managing Behavior 2 as a guide restudy the same material by using any appropriate source listed in the appendices.

Post-Assessment

Post-assessment procedures consist of alternate forms of the pre-assessment.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader

TTP-001.04 (GSC) Operant Measurement Techniques

Objective

The student will be able to describe and illustrate the following measurement techniques -

1. Direct measurement of permanent products.
2. Event recording.
3. Interval recording.
4. Time sampling.

Prerequisite

TTP-001.03 (GSC)

Instructional Activities

1. Read Managing Behavior 1 by Hall.
2. Using the objective of this module and Managing Behavior 1 as a guide, restudy the same material by using any appropriate source listed in the appendices.

Post-Assessment

Post-assessment procedures consist of alternate forms of the pre-assessment.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

TTP-001.05 (GSC) Recording Operant Behaviors

Objective

The student will be able to -

1. State why obtaining a baseline is the first step in modifying behavior.
2. State the usual way of representing operant data.
3. List several advantages for graphing data.
4. Identify a stable baseline.
5. Identify an ascending baseline.
6. Identify a descending baseline.
7. Make conventional graphs of operant behavior.

Prerequisite

TTP-001.04 (GSC)

Pre-Assessment

The student has the option of demonstrating competency in the skills listed above orally or in writing.

Instructional Activities

1. Read Managing Behavior 1 by Hall.
2. Using the objective of this module and Managing Behavior 1 as a guide, restudy the same material by using any appropriate source listed in the appendices.

Post-Assessment

Post-assessment procedures consist of alternate forms of the pre-assessment.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

TTP-001.06 (GSC) Specifying The Situation In Which Measurement Takes Place

Objective

The student will be able to -

1. State the two setting factors that must be specified before measurement takes place and give an example specifying setting factors.

2. State procedures to follow when the setting factors change

   a. despite efforts to keep them constant.
   b. routinely.
   c. Indicate a recording technique to account for minor setting changes.

Prerequisite

TTP-001.05 (GSC)

Pre-Assessment

The student has the option of completing the requisements listed in the Objective orally or in writing.

Instructional Activities

1. Read "A method to integrate descriptive and experimental field studies at the level of data and empirical concept" by Byon, Peterson and Ault,(JABA, 1968, 1, 175-191).

2. Using the objective of this module as a guide, restudy the same material by using any appropriate source listed in the appendices.

Post-Assessment

Post-assessment procedures consist of alternate forms of the pre-assessment.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

TTP-001.07 (GSC) Examples of Operant Studies

Objective

Using the standard reporting form detailed in Managing Behavior 1 (P. 28), the student will be able to report on operant studies concerning social and academic behaviors emitted in elementary school settings.

Prerequisite

TTP-001.06 (GSC)

Pre-Assessment

An interview by the studen's instructor will be used as a pre-assessment procedure of the student's competence relative to the objective.

Instructional Activities

1. Read P. 28 in Managing Behavior 1 by Hall.
2. Read Managing Behavior 3 by Hall.

Post-Assessment

Using the standard reporting form and the Journal of Applied Behavior Analysis, report on one social and one academic study that involves an elementary school setting.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

TTP-001.08 (GSC) Writing Instructional Objectives

Objective

The student will be able to write instructional objectives that include conditions, behavior, and criteria.

Prerequisite

TTP-001.07 (GSC)

Pre-Assessment

90% correct completion of pages 32-33 in Managing Behavior 5 by Wheeler and Fox.

Instructional Activities

1. Read Managing Behavior 5 by Wheeler and Fox.
2. After completing Managing Behavior 5 attend a seminar by your instructor on instructional objectives.

Post-Assessment

90% correct completion of pages 34-37 in Managing Behavior 5 by Wheeler and Fox.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

TTP-001.09 (GSC) Classroom Measurement of a Social Behavior

Objective

The student will be able to -

1. Describe in specific terms the social behavior to be measured.

2. Measure the behavior for two days in a single field situation using continuous recording, event recording, interval recording, or time sampling techniques.

3. Present the data on a graph similar to those displayed in Managing Behavior 3.

Prerequisite

TTP-001.08 (GSC)

Pre-Assessment

The student may submit graphs previously completed that meet the specifications included in the objective.

Instructional Activities

1. Read Managing Behavior 1 by Hall.

2. Read Managing Behavior 3 by Hall.

3. Use any appropriate resource in the appendices as a guide.

Post-Assessment

The student will submit a graph that completely meets the specifications included in the objective.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

TTP-001.10 (GSC) Classroom Measurement of an Academic Behavior

Objective

The student will be able to -

1. Describe in specific terms the academic behavior to be measured.

2. Measure the behavior for three days in a single field situation using any frequency -of- occurrence recording technique.

3. Present the data on a graph similar to those displayed in Managing Behavior 3.

Prerequisite

TTP-001.09 (GSC)

Pre-Assessment

The student may submit graphs previously completed that meet the specifications included in the objective.

Instructional Activities

1. Read Managing Behavior 1 by Hall.

2. Read Managing Behavior 2 by Hall.

3. Use any appropriate resource in the appendices as a guide.

Post-Assessment

The student will submit a graph that completely meets the specifications included in the objective.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

TTP-001.11 (GSC) Modification of Social Behavior

Objective

The student will be able to modify a social behavior occurring in an elementary classroom and report the results using the standard reporting format (Managing Behavior 1) and supporting graphs.

Prerequisite

TTP-001.10 (GSC)

Pre-Assessment

The student may submit graphs previously completed that meet the specifications included in the objective.

Instructional Activities

1. Read Managing Behavior 1 by Hall.
2. Read Managing Behavior 2 by Hall.
3. Read Managing Behavior 3 by Hall.
4. Use any appropriate resource in the appendices as a guide.

Post-Assessment

The student will have a discussion with the instructor based on the report and graphs submitted. Procedures employed in the study must be consistent with operant principles and reported correctly.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

TTP-001.12 (GSC) Modification of Academic Behavior I

Objective

The student will be able to -

1. Describe in specific terms the academic behavior to be measured.

2. Measure the behavior for two days in a single field situation using continuous recording, event recording, interval recording, or time sampling techniques.

3. Present the data on a graph similar to those displayed in Managing Behavior 3.

Prerequisite

TTP-001.11 (GSC)

Pre-Assessment

The student may submit graphs previously completed that meet the specifications included in the objective.

Instructional Activities

1. Read Managing Behavior 1 by Hall.

2. Read Managing Behavior 2 by Hall.

3. Read Managing Behavior 3 by Hall.

4. Use any appropriate resource in the appendices as a guide.

Post-Assessment

The student will have a discussion with the instructor based on the report and graphs submitted. Procedures employed in the study must be consistent with operant principles and reported correctly.

Remediation

No remediation activities have been predetermined These would be decided upon by the student in consort with his faculty advisor and/or team leader.

Objective

The student will be able to -

1. Record baseline information on an academic behavior for every member of an instructional group (4-10 members).
2. Modify the academic behaviors that are judged deficient by the student.
3. Report all results using the standard reporting format (Managing Behavior 1) and supporting graphs.

Prerequisite

TTP-001.12 (GSC)

Pre-Assessment

The student may submit graphs previously completed that meet the specifications included in the objective.

Instructional Activities

1. Read Managing Behavior 1 by Hall.
2. Read Managing Behavior 2 by Hall.
3. Read Managing Behavior 3 by Hall.
4. Use any appropriate resource in the appendices as a guide.

Post-Assessment

The student will have a discussion with the instructor based on the report and graphs submitted. Procedures employed in the study must be consistent with operant principles and reported correctly.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

BOOK LIST - OPERANT CONDITIONING

1. Ackerman, J. (1972) Operant Conditioning Techniques for the Classroom Teacher. Glenview, Illinois: Scott, Foreman.

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4. Becker, W.; Engelmann, S.; and Thomas, R. (1971) Teaching: A Course in Applied Psychology. Chicago: SRA.

5. Buckley, N. and Walker, H. (1970) Modifying Classroom Behavior. Champaign, Illinois: Research Press.

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21. Skinner, B. (1953) Science and Human Behavior. New York: Macmillan.

22. Skinner, B. (1969) Contingencies of Reinforcement. New York: Appleton.

23. Skinner, B. (1959) Cumulative Record. New York: Appleton.

24. Skinner, B. (1968) The Technology of Teaching. New York: Apploton.

25. Staats, A. (1968) Learning, Language & Cognition. New York: Holt.

26. Tharp, R. and Wetzel, R. (1969) Behavior Modification in the Natural Environment. New York: Academic Press.

JOURNAL LIST - OPERANT CONDITIONING

1. Exceptional Children - Volume 35, Number 2, 1968 and Volume 37, Number 2, 1970.

2. Journal of Applied Behavior Analysis - Volumes 1-5.

3. Teaching Exceptional Children - Volume 3, Number 3, 1971.

FILM LIST - OPERANT CONDITIONING

1. Reese, H. (1965) Behavior Theory in Practice. New York: Appleton.

2. Reese, H. (1971) Born to Succeed. New York: Appleton.

HUMAN RESOURCE LIST OF BRANT CONDITIONING

(Available for seminars and tutoring.)

1. Dr. George Brent, Glassboro State College, Glassboro, New Jersey.

PROJECT - OPERANT CONDITIONING

1. Learning Center, Anne Arundel County, Maryland